

Year 6 Curriculum Overview, 2021-2022

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and visitors	The past presents World War Two The D-Day Story					London Residential Question of Faith Day - Transition Enterprise/Leaver's Trip - Paulton's Park
Safety and Safeguarding	<u>Mental Health and Bereavement</u> - PSHE - Understanding what affects mental health, managing loss and change, PSHE and Technology - Managing time online - RE- The Law	<u>Sharing Online</u> - PSHE- Drug use and the law - PSHE and technology Reporting inappropriate content, keeping personal information safe - Science - Electrical safety	<u>Financial Risk</u> - PSHE and maths Understanding money and financial risk - RE- Power and responsibility -	<u>Valuing Diversity</u> - PSHE - Know how to manage conflict - PSHE - Challenging discrimination and stereotypes -	<u>Healthy relationships</u> - PSHE - Consent - PSHE - Recognising healthy romantic relationships - PSHE - Healthy and unhealthy relationships	<u>Relationships and Health</u> - PSHE and Science Understanding human reproduction and birth - PSHE and RE Managing transition - Geography- Climate change and the impact on our planet - Engineering - Impact of diet and healthy eating
Key texts	- Letters from the Lighthouse	- Wildboy - Little Freak - The Christmas Truce	- Wildboy - Little Freak - The Arrival - World War One poetry (Carol Ann Duffy)	- Macbeth - The Savage - Alma (short film) -	- Grimm Tales for Young and Old - Can we save the tiger?	- UP (opening 5 minutes) - Inside Out (personality islands) - Nightmail
Class Readers	- Letters from the Lighthouse -	- Letters from the Lighthouse - Wildboy	- Wildboy -	- Fly me home	- Incredible Journeys	- Stormbreaker
English Reading	- 2a- give/explain the meaning of words in context - 2b- Retrieve and record information. Identify key details from fiction/non-fiction texts. - Mixture of all skills	- 2c- Summarising the main ideas across a paragraph - 2d- Make inferences from the text/explain and justify inferences from the text - Mixture of all skills	All skills will be covered with teaching focused on: - 2a- give/explain the meaning of words in context - 2b- Retrieve and record information. Identify key details from fiction/non-fiction texts. - 2d- Make inferences from the text/explain and justify inferences from the text. - 2e- Predict what might happen from details stated and implied.	All skills will be covered with teaching focused on: - 2c- Summarising the main ideas across a paragraph - 2d- Make inferences from the text/explain and justify inferences from the text - 2g - Explain how meaning is enhanced through choice of words and structures.	All skills will be covered with teaching focused on: 2b- Retrieve and record information 2c- Summarise main ideas from more than 1 paragraph 2d- Make inferences from the text	All skills will be covered with teaching focused on: 2b- Retrieve and record information 2c- Summarise main ideas from more than 1 paragraph 2d- Make inferences from the text 2h - Make comparisons between texts. 2f - Explain how information/narrative is related and contributes to meaning as a whole.
English Writing	Letter (postcard) - Range of word classes and fronted adverbials for effect News report - Use of formal and informal language	Missing chapter - Use a rich and varied vocabulary - Use dialogue to move along action - Use dashes to add extra information Comparing characters - Use past progressive tense	Crime Scene News report - Use of inverted commas and other punctuation to indicate direct speech and the difference between reported and direct speech - Use paragraphs to organise themes and ideas	Balanced argument - Linking ideas across paragraphs using adverbials of time, place and number or tense choices - Use of inverted commas and other punctuation to indicate direct speech	Own version of a traditional tale - Indicating degrees of possibility using adverbs or modal verbs - The difference between structures typical of informal speech and structures appropriate for formal speech and writing	Letter - Indicating degrees of possibility using adverbs or modal verbs - Devices to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials

	<p>Persuasive speech/letter</p> <ul style="list-style-type: none"> - Link paragraphs using a range of cohesive devices 	<ul style="list-style-type: none"> - Use of expanded noun phrases to convey complicated information concisely - Linking ideas across paragraphs using adverbials of, place and or tense choices <p>Recount- letter home/ diary</p> <ul style="list-style-type: none"> - -Identifying and writing in chronological order - Use of paragraphs to organise ideas and themes - Use of descriptive language - -Expanded noun phrases 	<ul style="list-style-type: none"> - Use headings and sub headings to organise paragraphs <p>Flashback narrative</p> <ul style="list-style-type: none"> - Use past progressive tense - Use of expanded noun phrases to convey complicated information concisely - Linking ideas across paragraphs using adverbials of time, place, number or tense choices - Use of inverted commas and other punctuation to indicate direct speech - Use paragraphs to organise themes and ideas <p>Own narrative</p> <ul style="list-style-type: none"> - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Using passive verbs to affect the presentation of information in a sentence - Using expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility - Using relative clauses 	<ul style="list-style-type: none"> - -Use paragraphs to organise themes and ideas <p>Setting description</p> <ul style="list-style-type: none"> - Use of expanded noun phrases - Identify and use a variety of appropriate vocabulary - Use of descriptive language - How words are related by meaning as synonyms - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis <p>Poem</p> <ul style="list-style-type: none"> - Use of figurative language - Use of expanded noun phrases - Identify and use a variety of appropriate vocabulary - Use of descriptive language - How words are related by meaning as synonyms - Correct use of a comma - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis <p>Discussion text</p> <ul style="list-style-type: none"> - Relative clauses - Indicating degrees of possibility using adverbs or modal verbs - Devices to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials of time, place and number or tense choices - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - How words are related by meaning as synonyms - The difference between structures typical of informal speech and structures appropriate for formal speech and writing - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis - Layout devices - How hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> - Use of descriptive language - Expanded noun phrases <p>Non-chronological report</p> <ul style="list-style-type: none"> - Indicating degrees of possibility using adverbs or modal verbs - Devices to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials - Expanded noun phrases - Use of descriptive language <p>Poem</p> <ul style="list-style-type: none"> - Using expanded noun phrases - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Use of figurative language - Identify and use a variety of appropriate vocabulary - Use of descriptive language - How words are related by meaning as synonyms - Correct use of a comma
<p>10 in 5 Focus Skills</p>	<ul style="list-style-type: none"> - Year 5 4 operations practise - Relationships in powers of 10 - Add and subtract decimals - Adding and subtracting fractions - Multiplying fractions - Percentages/fractions of amounts 	<ul style="list-style-type: none"> - Negative numbers through zero - Year 5 4 operations practise - F/D/P equivalents - Simplifying fractions - Rounding 	<ul style="list-style-type: none"> - 4 operations practise - Adding and subtracting fractions - Multiplying fractions by fractions and whole numbers - Round numbers - Add and subtract negative numbers - Long multiplication 	<ul style="list-style-type: none"> - Fraction and percentages of amounts - 4 operations practise - Equivalent F/D/P - X 10, 100 and 1000 - ÷ 10, 100 and 1000 	<ul style="list-style-type: none"> - Mixed arithmetic practise and workshops based on needs of children 	<ul style="list-style-type: none"> - Mixed arithmetic practise and workshops based on needs of children

<p>Maths</p>	<ul style="list-style-type: none"> - How to read and write numbers up to 10,000,000 - How to compare and order numbers up to 10,000,000 (6NPV-2) - How to reason about the location of any number up to 10 million including fractions in a linear number system (6NPV-3) - Learning how to divide powers of 10 from 1 hundredth to 10 million into 2,4,5 and 10 equal parts (6NPV-4) - How to compare and order decimals and fractions up to 3dp (6NPV-3) - How to simplify, order, compare and find the lowest common denominator (6F-1, 2 and 3) - Common F/D/P equivalents 	<ul style="list-style-type: none"> - How to calculate fraction and percentage of amounts - How to round numbers to the nearest whole and powers of 10 (down to 2dp) (6NPV-3) - How to use column addition and subtraction (including decimals) (6AS/MD1) - How to mentally add and subtract large numbers including rounding, compensating and doubling/halving (6AS/MD1) - How to add and subtract negative numbers - How to interpret negative numbers in context - How to find missing angles within shapes and on a line - How to find the perimeter of complex shapes - How to calculate the area and volume using a formula - Read and write Roman Numerals up to 10,000 	<ul style="list-style-type: none"> - How to add and subtract fractions with different denominators - How to mentally multiply and divide by 10, 100 and 1000 to 3dp (6NVP-1) - How to multiply using long and short multiplication methods up to 4dx2d and decimals (6AS/MD1) - Number patterns and rules (prime, square, cubed, factors, multiples) - How to multiply fractions (including mixed numbers) and show them in their simplest form - How to calculate and interpret the mean and range - How to use pie charts and line graphs to interpret data and use as evidence - How to name parts of a circle including the radius, diameter and circumference - How to divide a fraction by a fraction and a whole number 	<ul style="list-style-type: none"> - Short and long division and interpret remainders (6MD-1) - How to accurately draw 2D shapes using given dimensions and angles - How to translate and reflect shapes using the 4 quadrants - Learning about ratio, proportion and scaling (various RTP skills) - How to convert between units of time - How to calculate blocks of time - How to convert between different units of measure 	<ul style="list-style-type: none"> - How to use BODMAS accurately - How to use simple algebraic formulae - How to generate and describe linear number sequences - How to solve a range of missing number and algebra problems - Multi-step problems using the 4 operations 	
<p>Science</p>	<p>Living Things</p> <p>Describe how living things are classified into broad groups according to common characteristics, similarities and differences</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Electricity</p> <p>Understand that the brightness of a lamp or the volume of a buzzer is linked to the voltage in a circuit.</p> <p>Explain how various components function including bulbs, buzzes and switches</p> <p>Use and understand recognised symbols when representing a simple circuit in a diagram</p> <p>Take measurements, using a range of scientific equipment with increasing accuracy and precision – taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Evolution and Inheritance</p> <p>Identify how animals and plants are adapted to suit their environment in different ways.</p> <p>Understand that adaptation may lead to evolution</p> <p>Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>Evolution and Inheritance</p> <p>Identify how animals and plants are adapted to suit their environment in different ways.</p> <p>Understand that adaptation may lead to evolution</p> <p>Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>Animals</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanation of a degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>Animals</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanation of a degree of trust in results, in oral and written forms such as displays and other presentations.</p>

					Use test results to make predictions to set up further comparative and fair tests.	Use test results to make predictions to set up further comparative and fair tests.
Geography			<p>Earthquakes</p> <ul style="list-style-type: none"> - Know what causes an earthquake and the types of earthquakes - Countries and topographical information of North America. - Time zones and Greenwich Meridian - Describe, understand, compare and explain key aspects of physical geography - Describe, understand, compare and explain key aspects of human geography - Deepen an understanding of interaction between physical and human geography. 	Globalisation (trade and economic activity)		What is causing our world to change?- Climate Change
History	<p>Southampton: Britain's greatest asset in World War II?</p> <ul style="list-style-type: none"> - Be able to place World War II on a time line and consider the duration of it compared to other periods previously studied. - Have an awareness of the key features of World War II e.g. ways it was fought, who was involved, different responses to war - Be able to identify key features of Southampton's war efforts e.g. evacuation, industry, the home front and the role of women. - Use Southampton as a case study to assess the impact of each of these factors on Britain's War efforts. - Be able to come up with a hypothesis of how important Southampton was to Britain's war efforts and support this using a combination of sources and their own knowledge. - Compare Southampton's war efforts with another part of the country and consider how this impacts their interpretation of Southampton's importance - Accurately place civilisations/ periods studied in chronological order. - Explore connections between events, people, periods or civilisations studied with reference to specific examples or case studies. - Identify significant characteristics of periods studied and consider whether they can still be seen within society today. - Understand that changes in different places can still be connected. - Have an overview of things that are continuous through history e.g. monarchy, war, politics. - Have an overview of significant changes in history and the impact of these - Link cause and consequence of complex historical events. 		<p>World War One</p> <ul style="list-style-type: none"> - What the causes of the First World War were (assassination of Archduke Franz Ferdinand - What is meant by the world Empire and the role that it played - What allies (alliance) means - The Triple Alliance: Germany, Austria-Hungary and their allies. - The Triple Entente: Great Britain, France and Russia. - The development of fighting tactics including trench warfare and conscription - What propaganda is and how it was used to promote a sense of unity - What is meant by the 'home front' - What the role of women was during World War I - What Armistice Day is and why it is important 			

	<ul style="list-style-type: none"> - Understand that multiple causes can be linked and therefore make an event more likely to occur. - Make a judgement about the historical significance of an event, person, period or civilisation studied through relevant, self-made criteria. - Recognise that judgement of historical significance varies over time due to the interpretations of the people analysing evidence. - Understand that history is a construct of many interpretations and that there can be no single version. - Begin to question interpretations based on the evidence that was used to support them or the motives of the individual presenting their interpretation. - Can formulate and investigate own hypothesis after selecting appropriate information from sources. 		<ul style="list-style-type: none"> - How important US involvement was in winning the war - The German Navy Strike - The 1918 'Michael Offensive' - The Treaty of Versailles (what it is and why it is significant) - The changes to the understanding around Mental Health after the war (shell shock) - Accurately place civilisations/ periods studied in chronological order. - Can compare duration of events, people, periods or civilisations studied - Explore connections between events, people, periods or civilisations studied with reference to specific examples or case studies. - Have an overview of things that are continuous through history e.g. monarchy, war, politics. - Have an overview of significant changes in history and the impact of these - Link cause and consequence of complex historical events. - Understand that multiple causes can be linked and therefore make an event more likely to occur. - Understand that history is a construct of many interpretations and that there can be no single version. 			
Engineering (DT)		<p style="text-align: center;">Engineering- Textiles To repurpose an item of clothing to create a Christmas present which includes an LED circuit (e.g. a light up tie)</p>	<p style="text-align: center;">Engineering - Construction and mechanics To create a moving toy of an animal that is extinct or living in the wrong habitat</p>			<p style="text-align: center;">Food and cooking To design and create their own healthy three course thank you dinner party</p>

Art	Overlord Embroidery Art (linked to school D-Day Story trip)			<p>Artist study - William Morris vs. Sheila Hicks What do you like and dislike about the art? Why? What do you notice? Which is your favourite and why? Range of materials to use for printing (foam, sponge, thick card).</p> <p>Evaluate preferred materials and use of ink. Evaluate partners. What could they try next: a more complicated pattern? Mixing of inks on print? More pressure?</p>	<p>Create and use an image to design and make a print. Must mix and create a background colour to print on (use mixing skills). What criteria might we have? EXT: Use more than one image.</p> <p>Create 2 or 3 different prints- how can you improve the next one? How could you challenge yourself?</p>	
RE	<p>Concept: Laws Context: Christianity Theme: Jesus the Law Breaker</p>	<p>Concept: Prophecy Context: Christianity Theme: The Magi and their gifts</p>	<p>Concept: Power Context: Islam and Christianity Theme: Who has power?</p>	<p>Concept: Resurrection Context: Christianity Theme: Easter: What happened next?</p>	<p>Concept: Wisdom Context: Islam and Christianity Theme: Wisdom: Sacred books (Are sacred books wise?)</p>	<p>Concept: Rites of Passage Context: Islam Theme: The Journey of Life</p>
PE	<p>Tennis (Net and Wall Outside)</p> <p>Dance - Show fluency and control in chosen dances in response to stimuli</p>	<p>Strike and Field</p> <p>Dance- Create and perform dances in a variety of styles consistently Use appropriate criteria and terminology to evaluate performances</p>	<p>Tag Rugby</p> <p>Gymnastics- Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements. Show body tension and extension and good weight transference.</p>	<p>Athletics</p> <p>Gymnastics- Work in small groups carefully linking actions and balances together to show good timing. Incorporate a range of different spends, directions, levels, pathways and body rotations during a gymnastics performance.</p>	<p>Football and Hockey</p> <p>Dance and Gymnastics- Create a performance based on a story stimulus and discussed music showing fluency and control. The pieces include a range of dance and gymnastics skills including show tension, extension and linking balances and set pieces. These performances can include apparatus and props as needed.</p>	<p>Netball and Basketball</p> <p>Net and Wall (Inside)</p>
Technology (Computing)	<p>Written classification algorithm grid (revising for September 2022)</p>	<p>Written classification algorithm grid (revising for September 2022)</p>	<p>Digital Literacy - Editing text effectively Online safety- Online citizenship Coding - Logical Reasoning</p>	<p>Digital Literacy - Using Excel Online safety- Privacy Coding - Appropriate sequencing</p>	<p>Digital Literacy - Spelling and grammar Online Safety- Online bullying Coding - Debugging</p>	<p>Digital Literacy - Excel for purpose Online Safety- Online media Coding - Variables in code</p>
Music	<p>Music Services -</p> <ul style="list-style-type: none"> - Sing in tune with good breath, control and diction. - Maintain my own part with an awareness of what others are singing. 	<p>Singing Assembly -</p> <ul style="list-style-type: none"> - Sing in tune with good breath, control and diction. - Maintain my own part with an awareness of what others are singing. 	<p>In Class -</p> <ul style="list-style-type: none"> - Create music which demonstrates a structure in a range of styles and genres. - Discuss and refine creative choice. - Use different notations to record and create. 	<p>Singing Assembly -</p> <ul style="list-style-type: none"> - Sing in tune with good breath, control and diction. - Maintain my own part with an awareness of what others are singing. 	<p>Music Services -</p> <ul style="list-style-type: none"> - Performances show clear starts and ends. - Read and perform from a range of notations. - Critique own and other's work offering specific comments and justify. 	<p>In Class -</p> <ul style="list-style-type: none"> - Listen to a range of live and recorded music from different traditions, genres, styles and times and comment on themes and context.
PSHE /SMSC	<p>Health and wellbeing: Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> ➢ Understanding what affects mental health and ways to take care of it ➢ managing change, loss and bereavement; ➢ managing time online. <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p> <p>Living in the wider world: Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> ➢ Evaluating media sources ➢ sharing things online and what is appropriate ➢ recognising age restrictions and reporting inappropriate content 		<p>Living in the Wider World: Money and Work</p> <ul style="list-style-type: none"> ➢ Recognising influences and attitudes to money ➢ Understanding Money and Financial Risks ➢ Being a critical consumer <p>PoS Refs: L18, L22, L23, L24</p> <p>Relationships: Respecting ourselves and others</p> <ul style="list-style-type: none"> ➢ Express own opinions and be able to respect others, including discussing topical issues ➢ Constructively challenge other points of view ➢ Know how to manage conflict 		<p>Relationships: Families and Friendships</p> <p>Understanding attraction to others recognising healthy romantic relationships understanding civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7</p> <p>Relationships: Safe Relationships</p> <p>Understanding the differences between healthy and unhealthy relationships recognising and managing pressure understanding consent in different situations</p>	

	PoS Refs: H37, L11, L13, L15, L16 Health and wellbeing: Keeping safe <ul style="list-style-type: none"> ➤ Keeping personal information safe ➤ regulations and choices ➤ drug use and the law PoS Refs: H37, H42, H46, H47, H48, H49, H50	PoS Refs: R30, R34 Living in the Wider World: Belonging to a Community <ul style="list-style-type: none"> ➤ Differentiating between prejudice and discrimination ➤ Valuing diversity ➤ Challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21	PoS Refs: R26, R28, R29 <u>Health and Wellbeing: Growing and Changing</u> Understanding human reproduction and birth increasing independence managing transition. (Links to science - factual aspects) PoS Refs: H24, H33, H35, H36			
French	Review - numbers and colours	Les temps	Review Les transports En route pour l'école	Dans ma ville	Le petit- déjeuner	La nourriture